Evangelina G. Sanchez

ELED 309

GRASPS

28 Nov 2011

***GRASPS Frame***

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| ***G***  Real-World **Goal** | To understand what communities are the ways in which people adapt to their environment and change the world they live in. |
| ***R***  A meaningful **role** for the student | Students must be able to identify how people have created and shaped their communities over time. |
| ***A***  Authentic real-world (or simulated) **audience** | Local community members and or family members along with students from their class will be their audience for their final presentation. |
| ***S***  A contextualized **situation** that involves real-world application(s) | Students will interview family and or community members and learn about the different ways in which they contributed to the creation of their community. |
| ***P***  Student-generated culminating **products** and **performances** | Students will create a 3-D model presentation of their assigned community (rural, urban and suburban) depicting the structures, landforms, and the different community members they will find there. |
| ***S***  Consensus-driven performance **standards** for judging success | The students will have a checklist of what is expected of their final projects. |